Redesign Plan

Pleasantview Elementary School

East Detroit Public Schools

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TABLE OF CONTENTS

Executive Summary

Priority School Assurances

Operational Flexibility Assurance

Transformation Redesign Diagnostic

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

East Detroit Public Schools is located in the suburban community of Eastpointe, Michigan, which is part of the greater Detroit area. The district's southern border is the dividing line between Macomb and Wayne County. Eastpointe is primarily a residential community of starter homes, which have recently become rentals due to national and local economics. Budget cuts in the city and school district mirror the budgets of communities all over Michigan. Reduction in revenues, changing demographics, increase in Charter Schools, decrease in student enrollment and increase in transiency, have forced the district to close schools and lay off staff. The rapid change in demographics and poverty are unique features of all school districts in southern Macomb County.

In fall 2011, Pleasantview Elementary, and all elementary schools in East Detroit Public Schools, were reconfigured into upper elementary or lower elementary schools due to district restructuring, deficit reduction, and student attrition. Two elementary schools were shuttered and closed and teachers were laid off. East Detroit Public Schools opened enrollment to out of county Schools of Choice to increase enrollment in 2012. The rapid changes in demographics, the increase in poverty, transiency, and truancy are current challenges. Student attendance continues to be a concern.

Pleasantview is an upper elementary school serving students in grades 3, 4, and 5. Pleasantview's student population is 390 students in third through fifth grades. The school has a diverse population of students which includes: 32% special education students, 21% Caucasian, 74% African American, 1% American Indian, 3% Asian, and 1% Hispanic. In addition, Pleasantview has a 3% bilingual population, three Special Education Resource Rooms, one Cognitively Impaired Classroom, and other programs, which support special education students whose disabilities include Learning Disabled, Emotionally Impaired, Speech and Language Impaired, Physically Impaired, Autistically Impaired, Hearing Impaired, and Otherwise Health Impaired. Students certified in Special Education comprise 32% of the Pleasantview student population, and receive services from Resource Room Teachers, Cognitively Impaired Teacher,   Teacher Consultant, Speech Pathologist, Hearing Consultant, Occupational Therapist, Physical Therapist in both a push in and pull out model. Pleasantview is a Schoolwide Title I school.

The Pleasantview staff is composed of 1 administrator, 24 professional instructional staff, 1.5 secretaries, 3 literacy paraprofessionals , 1 Media paraprofessional, 1 speech therapist, 1.5 kitchen staff, 3 custodians, and part time positions consisting of .25 literacy coach, .4 social worker, .5 at-risk social worker, and .35 psychologist.

Pleasantview Elementary School is a Schoolwide Title I school. Push in and pull out academic support in Math, ELA, Science and Social Studies by Pleasantview Title I Parapros support classroom learning five days each week. In addition, a Corrective Reading Program is part of the intensive reading intervention for some of our most at risk students. 100% of our students are screened for Corrective Reading. Students who qualify for the Corrective Reading Program receive 45 minutes of intensive, responsive, and scripted reading instruction four to five times each week. Third grade students receive small group Guided Reading two or three times each week as scheduled. Connecting Math supports at risk math learners on the needs assessment. At risk math learners receive 45 minutes of intensive, responsive, and scripted math instruction four times weekly. Pleasantview Title I also supports one Title I Elementary ELA Intervention Teacher and one Title I Elementary Math Intervention Teacher who pull students from Special Subject classes for 52 minutes of direct instruction to support learning in grades three, four, and five. These Success ELA and Success Math classes are a three times weekly direct instruction in ELA

and Math, as well as Science and Social Studies. Data Team Meetings are held every quarter to assess student progress toward mastery and evaluate each student for those programs, based on student achievement data and Needs Assessment.

Pleasantview offers an extended day program of study and extended year program of study for students on the Needs Assessment requiring academic support. Lunchtime tutoring and Study Skills are also available for Needs Assessment students, as well as Extended Learning support over the Special Subject Staff 38 minute lunch extension time.

Our Multi Age Advanced Classroom (MAAC) offers project based learning for accelerated students in grades 3, 4, and 5 and includes 17% of our school population. Our MAAC program expands every year, and students must apply to be included in the MAAC Program.

In summary, the unique features and challenges associated with the community the school serves are the rapid changes in demographics, poverty, truancy, and transiency. Our learners are urban at risk students,and as a staff and as a district, we are adjusting our support for our students. We have put Universal Breakfast and Lunch and Summer Feed in place. We increase academic support for our Needs Assessment students. We are changing over instructional strategies in the classroom to support learning for our students. Our district initiatives include: Classroom Instruction That Works, Close and Critical Reading, NWEA/MAP Testing, Smarter Balanced Assessment Consortium (SBAC) Writing Rubrics, Science, Technology, Engineering, Math (STEM) Education, and Michigan ELA Model Curriculum: Michigan Association of Intermediate School Administrators (MAISA), MAISA Math MC3 Social Studies (Michigan Collaborative Citizenship Curriculum), Atlas Rubicon curriculum mapping. Differentiation is mandated in all classrooms, supported by the teacher evaluation protocol. We invite families to learn about our programs and host family events to build capacity and support learning at home. We welcome families to our school community and support outreach services.

The context in which teaching and learning take place and the process and procedure by which our school makes decisions around curriculum and assessments are directly influenced by our challenges. One plan to support our challenges was our 2013 application for Title I Schoolwide, which was approved. In addition we are changing teaching strategies to support our at risk learners. Our district wide initiative is Classroom Instruction That Works. All teachers will receive PD in CITW and Close and Critical Reading this school year. In addition we are planning a program for teacher collaboration to support data driven instruction. We are strengthening our curriculum, and continue to support our at risk learners with differentiation, support, teaching to mastery, and Positive Behavior Intervention Support (PBIS).

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement:

Pleasantview partners with the community to educate all students for future success.

Mission Statement:

With high standards and academic excellence, Pleasantview partners with the community to educate all students in a safe environment.

Beliefs Statement:

Pleasantview students are responsible, respectful, and safe. These core values prepare our students to be productive citizens and lifelong learners.

East Detroit Public Schools Board of Education supported administration's recommendation for a district wide reconfiguration of our elementary buildings to upper and lower schools. Pleasantview elementary serves students in grades 3, 4, and 5. Pods were created in our school per grade level to support teacher planning and interventions for at risk learners. All students at our school are screened for Corrective Reading and progress monitored using MLPP. Quarterly Data Team meetings identify students on or off the Needs Assessment who require support in ELA, Math, Science or Social Studies. PBIS, a program of primary prevention and support for prosocial behavior, supports learning by limiting off task behaviors. Our Special Needs students are supported by their Resource Room Teachers, Cognitively Impaired Teacher, SLI teacher, Social Worker, Psychologist respectively, according to their IEPT goals. Our ELL students receive classroom support, direct instruction, and on line support from our ELL tutor, and our staff is training in SIOP to better support our English Language Learners. Student test scores on high stakes tests are disaggregated by demographics, and staff studies item analysis reports in PLCs to target specific interventions per learner. Our PLCs support student achievement through strategy sharing for at risk learners. Rewards for positive attendance, and the services of the Macomb County Truant Officers support attendance improvement. PBIS supports prosocial behaviors to keep students in class and learning by eliminating off task behaviors.

We invite all families to be part of our school through volunteering, serving on district and school committees, and attending meetings and family activities. We reach out to families through building newsletters, Parent Teacher Conferences, Parent Programs, Title I Family events, telephone calls, email, Parent Portal, Curriculum Nights, family events, marquee, PTO, and celebrations. In addition, our MAAC (Multi Age Accelerated Classroom) program is growing rapidly and currently services 66 accelerated learners, or 17% of our population. All of these programs support our defined vision: "Pleasantview partners with the community to educate all students for future success." Pleasantview engages with our community to provide top flight learning for our students to become productive citizens in a global society.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In response to the changing demographics, increase in poverty, transiency, truancy and at risk learners, we have reconfigured our buildings to serve specific grade levels. Creating grade level pods allows our teachers to strategize supports in their PLCs for at risk learners-- Corrective Reading, Close and Critical Readings, Guided Reading, Modeled Writing, Connecting Math,and more. In addition, the establishment of MAAC (Multi Age Advanced Classroom) challenges our accelerated learners. The increase in transiency means our students come to us grade levels behind and we put immediate supports in place for their academic success--Corrective Reading, Connecting Math, Success Math, Success ELA, Extended Day, Extended Year, universal breakfast and universal lunch, Summer Feed and more. Local assessments show a sharp decline in grade 3 in ELA from 91% to 73 %. Our African Americans and Economically Disadvantaged students are consistently not proficient in MEAP and there is a marked discrepency between white and black students. In grade 4, our Caucasian students outperform African American students in writing. Our Males outperform Females in grade 4 math. In grade 5, math scores decline overall. An item analysis of our reading, science and social studies MEAP test reveals general weakness in comprehension of informational text across all content areas. Goals in Reading, Writing, Math, Science and Social Studies were developed from an analysis of multiple sources of data including local assessments and high stakes tests.

We are striving for improvement in high stakes test especially in the areas of Math, Social Studies and Science where our scores are very low. Our challenge includes improving test scores in light of large class size forced because of the deficit reduction plan, and the declining enrollment. Our transient student population is another challenge. Our plan includes creating a climate for achievement by reorganizing instructional time and personnel to more effectively deliver instruction, and further develop our PBIS Program. Our aim is to accomplish this by adopting an RTI model of support for our students to promote pro social behavior; laser focus on informational text to support accelerated achievement in ELA, Math, Science, and Social Studies; and development of content area teachers as instructional masters and lead teachers per grade level to ensure curriculum meets students' academic needs. By reorganizing time and personnel, we can create weekly time for teacher collaboration at data team meetings where data dialogues will use the MIExel model with the goal of regrouping students and differentiation. Our RTI Model of PBIS will ensure support for our Tier II and Tier III students. Our focus on informational text will include best practices from Classroom Instruction That Works and Close and Critical Reading in core areas. Our content area lead teachers will be experts in core areas. In weekly data dialogues, grade level teachers will engage in data digs and regroup students per core area.

We are excited about our MAAC Program (Multi Age Advance Classroom) for advanced learners and the expansion of this program. We are an official Macomb County Green School, having been approved by our County Board of Commissioners and the extensive application process. We have recently been granted Title I Schoolwide, so we can better serve our struggling learners on the Needs Assessment. We have added a Student Council, Broadcast Club and School Choir, as well as other activities for our students. Our local Community Garden Program was developed by a grant from MSU Extension Services and is tended by the local community, providing eduaction for our students, and fresh fruits and vegetables for the local community and local residents. Our school technology upgrades include Smartboards in every classroom and voice enhancing technology and document cameras, as well as training for our staff. Our infrastructure is wireless for 2013-2014. Our staff has been trained and will continue training in Data Director to support student progress monitoring. Our Student/Parent/Staff Compact is updated every year and is a living breathing document of all of our responsibilities as stakeholders. Our district initiative is Classroom Instruction That Works, Close and Critical Reading, Guided Highlighted Reading, STEM, and MAISA ELA and MAISA Math, MC3 (Michigan Collaborative Citienship Curriculum) Social Studies, and Atlas Rubicon curriculum mapping in order to improve instructional strategies to accelerate learning for our at risk learners.

We have been named a Priority School and are engaging our Leadership Team in writing our plan to move forward for 2014-15.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Pleasantview Elementary School conducts a Comprehensive Needs Assessment by our team of stakeholders using student achievement data, program/process data (ISA) and demographic data. Our SIP Goals and Objectives are based on data and achievement gaps. We identified strategies and activities to allow us to achieve our goals. Our plan is reviewed by all staff and we incorporate their input as they are all members of SIP Goals teams. Student attendance is a concern and a system of certificates and awards is in place for attendance. Our county truancy officers support attendance. Due to our district deficit, class size is large. 100% of our students are screened for Corrective Reading and those students who qualify receive 45 minutes of scripted sequential reading instruction 3-4 times weekly. Push in Title I Para professional services supports guided reading in the classroom. Grade level pods created during the restructuring allow teachers the ability to plan together for intensive intervention strategies and differentiation. As a priority school, we have analyzed our data which has led us to our three big ideas: Create a Climate for Achievement by reorganizing time and personnel to more effectively deliver instruction, with the result of providing time for weekly collaboration at data team meetings and supporting pro social behavior of our students using an RTI model for our PBIS Program; Laser Focus on Informational Text to support accelerated achievement in ELA, Math, Science and Social Studies; and Develop Content Area Teachers as Instructional Masters and Lead Teachers per Grade Level to ensure Curriculum and Instruction Meet Students' Academic Needs. Our district initiatives include Classroom Instruction That Works to support the best of the best teaching strategies, Close and Critical Reading, NWEA/MAP testing three times yearly, Atlas Rubicon Curriculum Mapping, Surveys of Enacted Curriculum Curriculum Mapping, collaborative lesson planning using Planbookedu.com, and STAGES Educator Performance Evaluations . Our PLCs allow our staff to examine data for student achievement and support ELA, Math, Science, and Social Studies. Corrective Reading, Connecting Math, Success ELA, Success Math, Extended Day and Extended Year support our most at risk learners. Parents are encouraged to support learning through Title I Family Events targeting Reading, Writing, Math, Science and Social Studies. Parents are invited toTitle I family dinners to collaborate with staff and participate in interactive learning activities that support the CCSS . At these family events, we demonstrate how to support education at home.

Our SIP Goals of Reading, Writing, Math Calculations and Concepts, Science, and Social Studies include:
Corrective Reading, Guided Reading, Close and Critical Reading, Classroom Instruction That Works, Learning Logs, Small Group Instruction
Informational Writing, Narrative Writing, Opinion Writing, Fluency Logs, Modeled Writing, Small Group Instruction,
Mad Minutes, Data Interpretation, Computation Using Technology, Problem Solving Mini Lessons, Connecting Math, Small Group Instruction
Guided Highlighted Reading and vocabulary development for Science and Social Studies, Interpreting Informational Text for Science and Social Studies
Positive Behavior Intervention Support in the form of modeling, Panther Paws, Panther Store, Monthly Student Recognition, and Procedure Days supports pro social behavior and eliminates off task behavior.

Out SIP is evaluated on an ongoing basis by looking at all our data points and it is revised and updated annually or as needed with input from all stakeholders.We support subgroups and emerging subgroups which include groups of 10 or more--ELL, African American Males per grade level, Native American, Suspended Students, Disengaged Students, students who have the potential of dropping out of school, students of poverty, and homelessness.

Based on the Needs Assessment Roster, which includes a variety of reading assessments using the Michigan Literacy Progress Profile (MLPP) and Developmental Reading Assessment (DRA), nearly 62% of Pleasantview students in grades 3 - 5 are at risk in reading

achievement. The data clearly indicates that our students require interventions, which are built into our Title I Program. In addition, Pleasantview supports our students who make up sub groups. As an instructional staff, we also monitor emerging sub groups. Our sub groups as outlined by our MEAP test include groups of students who make up 30 or more. In our school, they are students who are:

- Economically Disadvantaged
- African American Students
- Students with Disabilities
- Male Students
- Female Students

Pleasantview Staff also supports our emerging sub groups. We define emerging sub groups as groups of ten or more. Our emerging sub groups are:

- Native American Students
- English Language Learners
- African American Males per grade level

We carefully monitor their academic progress and focus on interventions to support their learning. Some of the ways we support our students in emerging sub groups are: Cross Age Tutoring, Small Group Instruction, Comprehensive Strategies, Organizational and Study skills, Lunch Time Tutoring in Math, ELA, Science and Social Studies, Homework Helper, Extended Day Tutoring in the Core Areas, Extra Guided Reading, After School Learning Opportunities, Push in /Pull out Service, Teacher Professional Development, Small Leveled Personal Libraries for Struggling Readers (Book Boxes), ELL Tutoring, Reinforcing/Repeating/Reteaching, Corrective Reading Intervention, and more. Our Literacy Coach offers both direct services to students as well as professional development for staff. Our Literacy Paraprofessionals and Title I Teachers offer direct service to students.

In August, 2013, with the emergence of the MDE Scorecards for Schools, Pleasantview was placed on the Priority School list. Pleasantview's October 2012 MEAP scores placed the school in the bottom 5% in Michigan Schools. Even though Pleasantview students achieved 67.74% on the Scorecard, there were many red cells, leaving our school as a Priority School. Red cells were most prevelent in the achievement of the Bottom 30% of our students, and also in all groups in Science where scores were extremely low. As a Priority School, we are redistributing our instructional day, teaching the Power Standards on a looping type calendar of instruction. Our Leadership Team collaborated, and developed Three Big Ideas as we wrote our Priority Plan, based on our student data.

Our three BIG Ideas include:
Create a Climate for Achievement by Reorganizing Time and Personnel in order to more Effectively Deliver Instruction, including time for collaboration at weekly PLCs for Data Dialogues to drive instruction, and using an RTI Model for our PBIS Program to support pro social behavior for our students
Laser Focus on Informational Text to Support and Accelerate Achievement in ELA, Math, Science, and Social Studies where high stakes assessment scores are low
Develop Content Area Teachers as Instructional masters and Lead Teachers per Grade Level to Ensure Curriculum and Instruction Meets Students' Academic Needs. These content area teachers will be experts in CCSS and will plan the content area in their grade level where teachers will engage in data dialogue weekly and regroup students per core area based on achievement.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	The district has implemeted a teacher evaluation tool that follows Michgan State Law as it pertains to student growth.	Teacher_Evaluation_Tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	The district has implemeted an administrator evaluation tool that follows Michgan State Law as it pertains to student growth.	Administrator_Evaluation_Tool

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 204.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	An executed addendum addressing all elements required by Section 8 of the MCL 380.1280c will be submitted as soon as the redesign plan is officially approved my the MDE.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	On or before January 17, 2014	Pleasantview MOU

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Assurance Signature Page_Plesantview

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

At Pleasantview Elementary School, all of the instructional staff are part of the reform/redesign team. The Leadership Team gathers input from the entire school team, assigns tasks to school team members, collects data from school team, surveys the school team, and and collaborates with the school team. The core Leadership Team (SST) however is made up of the following team members:

Paul Szymanski, Executive Director of Instructional Services: pszymanski@eds.misd.net

Linda Clinton, Literacy Coach: lclinton@eds.misd.net

Fran Hobbs, Principal: fhobbs@eds.misd.net

Elaine Achs, 4th Grade Teacher: eachs@eds.misd.net

Michelle Kado, MAAC (Grades 3, 4, 5) Teacher: mkado@eds.misd.net

Elizabeth Bur, 3rd Grade Teacher: ebur@eds.misd.net

Laurie Hillebrand, MAAC (Grades 3, 4, 5) Teacher: lhillebran@eds.misd.net

Lisa Kopitz, 5th Grade Teacher: lkopitz@eds.misd.net

Nina Adair-Gumm, 4th Grade Teacher: nadair@eds.misd.net

Shawnta Morand, 4th Grade Teacher: shawnta.morand@eds.misd.net

Amber Henness, Literacy Coach: ahenness@eds.misd.net

Valerie Page, Title I Math Teacher: vpage@eds.misd.net

Ron Smith, Title I Literacy Paraprofessional: ronsmith@eds.misd.net

Amy Macelt, 3rd Grade Teacher: amacelt@eds.misd.net

Karen Easterly, Title I ELA Teacher: karen.easterly@eds.misd.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Transformation Redesign Plan

In reviewing our School Accountability Scorecard, MEAP trends from the past five years, MEAP scores and local assessments, we see a decline in reading, writing, math, science, and social studies in MEAP results; we found that our students make progress in local assessments but are not proficient on high stakes tests. In addition, the data showed 30% of our students with low proficiency in reading, writing, math, science, and social studies on high stakes tests. Our AMOs are not met by our lowest 30%. After examining our school's Discipline Summary Reports, constructed in Power School and our PBIS monthly reports, we saw a large number of office referrals resulting in discipline points and consequences, and often, suspensions from school.   Declining scores and student off task behaviors are a toxic combination in any school. Deficits are significant in the area of informational text, which impacts all core areas. We need to make significant gains and accelerate learning, keep our students in the classroom and schedule supports around our students' needs.
Using this information we arrived at our three big ideas:
1. CREATE A CLIMATE OF ACHEIVEMENT at Pleasantview because the present climate is not helping the achievement and social growth of our students. Our plan for improving our CLIMATE OF ACHIEVEMENT will address students, parents, and staff. Pleasantview will reorganize instructional time and personnel in order to more effectively deliver differentiated instruction and implement a tiered model of PBIS. This will provide all students different avenues for effective acquisition of content regardless of ability. Weekly scheduled grade level PLCs will support consistency of instruction in all content areas and support weekly collaboration of grade level teachers. Our PLCs will promote teachers' support of each other. We believe that by creating a CLIMATE OF ACHIEVEMENT we will be able collaborate and plan differentiated instruction for our students to improve their proficiency in all content areas. Using a tiered model for our PBIS Plan will support pro social behavior, allow for data collection and analysis of discipline data, and service for our Tier II and Tier III students. Using data effectively to monitor and inform instruction on a scheduled basis is our model for continuous improvement. Furthermore, developing positive relationships with families using the Joyce Epstein Model will support student achievement. This initiative will be implemented in the 2014-15 school year.

2.Our goal is to LASER FOCUS ON INFORMATIONAL TEXT to improve student achievement in all academic areas including reading, writing, math, science, and social studies. We believe that by addressing INFORMATIONAL TEXT, our students will become more proficient in informational reading, comprehension, writing, and application to support learning in all instructional areas. Pleasantview content area teachers will use Atlas Rubicon for curriculum mapping and to align instruction to the Common Core Standards. Teachers will create 5 week instructional learning cycles and collaborate to address areas that focus on strategies specific to INFORMATIONAL TEXT. Collaboration will occur in common planning time and weekly scheduled PLCs.

3. In order to strengthen curriculum and instruction, we will DEVELOP CONTENT AREA LEAD TEACHERS per grade level to insure curriculum and instruction meet students' academic needs. These content area teachers will be experts in CCSS in their core area, and will plan the content area in their grade level. This will support consistency of instruction in all content areas. In weekly PLCs, grade level teachers will engage in data dialogues, regroup students based on need, and share the data strategies per core content area. PLC meetings will use the MIExel Data Dialogue model. This will allow grade level staff to monitor the achievement of every child and differentiate instructional practice.

State what data were used to identify these ideas

Achievement Data

The Pleasantview Leadership Team met to examine data in light of our school's Priority Status. Following a data dig using Achievement Data, and in reviewing our School Accountability Scorecard, MEAP trends from the past five years, MEAP scores and local assessments, we saw a decline in reading, writing, math, science, and social studies in MEAP results; we found that our students make progress in local assessments but are not proficient on high stakes tests. In addition, the data showed 30% of our students with low proficiency in reading, writing, math, science, and social studies on high stakes tests. Our AMOs are not met by our lowest 30%.

In reviewing our MEAP and local data in the areas of reading, writing, science, and social studies, we found a need for improvement in student learning in the area of INFORMATIONAL TEXT. Our students are not proficient in areas that require INFORMATIONAL TEXT comprehension. Based on MEAP data, the content areas of Math, ELA, Science, and Social Studies all showed a negative trend in achievement. Our lowest levels of student achievement were in the content area of Science with 0% of our students showing proficiency in the Science MEAP in 2012. The Student Item Analysis Report clearly showed us that our students are not proficient in the informational parts of the ELA MEAP in all grades, with only one test item mastered out of 10 items administered to our students. Our local assessments show that our highest level of proficiency in informational writing is in the 4th grade with only 34%. We discovered our students' needs in all areas relate to inability to understand and create INFORMATIONAL TEXT. According to local data from 2012, our students struggled in reading and writing. Only 45% of our fifth graders are reading at grade level or higher and only 25% of them are proficient in informational writing.

While examining our scheduling practices, we found that collaboration time among grade level teachers to analyze assessments and to plan differentiated instruction was missing, as well as time and opportunities for staff to mentor and support students. This lack of time for staff to meet and meaningfully interact to support each other as well as learn from each other was a barrier.   Instruction has been scheduled around factors other than students' academic needs.

Demographic Data

After analyzing Pleasantview's attendance data from our School Data Analysis and Title I Schoolwide Diagnostic, it is evident another struggle is student attendance. The trend data shows student attendance is a challenge. Pleasantview staff works to educate parents on the correlation between attendance and achievement. Another challenge affecting attendance regards transiency. During 12-13 school year Pleasantview had 32 referrals to Macomb County Truancy Officer. This negative trend impacts our efforts in CREATING THE CLIMATE OF ACHIEVEMENT.

Discipline data was analyzed to assist us in reaching our 3 big ideas. Our Discipline Summary Reports in the 12-13 school year showed we had 402 office referrals, which resulted in students earning discipline points and consequences in accordance with our district point system. Many of our students were forced out of the learning environment for a conference and/or home suspensions. When looking at our PBIS data, we found a direct correlation between positive reinforcements and fewer office referrals. Periods of less positive reinforcements led to more office referrals. By implementing a tiered PBIS model of interventions, our students will spend more time in the learning environment with less disruptive behaviors. Strengthening positive relationships with individual students and building safety nets for our students will support learning. This can be achieved by reorganizing special subject schedules creating a sixth period to provide mentoring opportunities for our Tier II and Tier III behavior students.

Based on these findings, the Leadership Team determined a need to CREATE A CLIMATE OF ACHIEVEMENT at Pleasantview because the present climate is not helping the achievement and social growth of our students. Our plan to CREATE A CLIMATE OF ACHIEVEMENT will be to reorganize instructional time and personnel in order to more effectively deliver differentiated instruction to provide all students different avenues for effective acquisition of content regardless of ability, and implement a tiered model of PBIS. This will support

consistency of instruction in all content areas and support weekly collaboration of grade level teachers in scheduled PLCs. By creating A CLIMATE OF ACHIEVEMENT and implementing a reorganized instructional schedule to provide weekly data dialogues, increasing the teacher day, and by regrouping students, we will be able collaborate, plan, and differentiate instruction for our students to improve their proficiency in all content areas. Using a tiered model for our PBIS Plan will support pro social behavior, data collection and analysis, and service for our Tier II and Tier III students. Using data effectively to monitor and inform instruction on a scheduled basis is our model for continuous improvement.

We believe that by addressing INFORMATIONAL TEXT, our students will become more proficient in informational reading, comprehension, writing, and application to support learning in all core areas. Our goal is to laser focus on INFORMATIONAL TEXT to improve student achievement in all academic areas including reading, writing, math, science, and social studies. Weekly PLCs will support this goal.

Our MEAP scores and local assessment scores in reading, writing, science, social studies, and math have been declining. In order to strengthen curriculum and instruction, we plan to use our model involving LEAD INSTRUCTIONAL MASTER TEACHERS.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

PRINCIPAL LEADERSHIP

EDPS confirms that Fran Hobbs meets all five turnaround competencies. She has the education and the leadership ability to initiate change by leading with confidence, a sense of urgency and decisiveness. She has the vision that she and her teachers can meet the needs of all their students. She matches student needs with resources, whether students are performing poorly or at the top of their classes. Her staff supports these changes because Mrs. Hobbs manages relationships proactively and promotes staff leadership by having teacher leaders take part in the decision-making process of the school.

Her background in both elementary and secondary education gives her a K-12 knowledge of curriculum scaffolding and a broad sense of direction for her students and staff. Based on her experience with all levels of students and horizontal and vertical alignment of curriculum, she was selected to lead Pleasantview, a school that needed instructional vision and direction. Pleasantview is an upper elementary school for Grades 3, 4, and 5. Mrs. Hobbs' recent Leadership Training includes: Rapid Turnaround, School Improvement, Educator Evaluation, Educational Management, MAISA ELA Model Curriculum, Closing the Achievement Gap, Poverty as Trauma, Principal Academies, Common Core State Standards, and more.   Her leadership style, which is positive and productive, provides structure and support for students, open communication with staff and organization for all building functions. She builds credibility with all key stakeholders in the school including parents and community.

Her focus is on early wins and payoffs. During her year at Pleasantview, she initiated a number of new programs for struggling learners: Corrective Reading, Success Math, Success ELA, Lunchtime Study Skills, Homework Helper, and Education City. We see gains in student motivation and academic performance. The students at Pleasantview are making progress on local assessments though not yet translated into proficiency on high stakes tests.

Data Team Meetings are held quarterly to use available data to determine the supports and strategies needed to help individual students in the bottom 30%. Staff members at Data Team Meetings include the principal, classroom teacher, psychologist, At-Risk Social Worker, Literacy Para, Literacy Coach, and Title I Intervention teacher.
Connecting Math will be initiated for students struggling to meet math proficiency. PBIS has been established to promote pro social behavior; staff meets to dialogue about monthly data on student behavior.

Mrs. Hobbs took the lead in establishing the MAAC (Multi Age Accelerated Class) in the district and for her school. The program for accelerated learners has expanded to 16% of her students.

She breaks organizational norms: MAAC class for accelerated learners; reduced teacher lunch period; increase in student minutes per day;

and Success Math/ELA class pull out of Special Subject Classes.

Her establishment of Data Team Meetings quarterly and her work with the team on Title I SW Diagnostic based on the CNA, support her data collection and work with her staff on data analysis. She worked with Louretta Cunningham-Powell to review the Pleasantview Scorecard and review the past five years of school MEAP data. Mrs. Hobbs established a "25 Days Calendar" for the first 25 days of school, based on data analysis of Pleasantview students on certain Power Standards from the 2012 MEAP in order to bring about quick wins for her students. The "25 Days Calendar" has been implemented in each classroom.

Mrs. Hobbs' influence extends into our district. She was a key member of the District Elementary Reconfiguration Committee, which established the upper and lower elementary schools where pods per grade level exist to improve collaboration among grade level teachers and to support common planning and the use of common curriculum for each grade level.
She is a member of the Teacher Evaluation Committee establishing the Teacher Evaluation Tool for our district. She is an active member of the District Technology Plan Committee, District Transportation Committee and District Improvement Team leading the District Improvement Plan for ELA with her subcommittee. She was a member of the District Strategic Planning Committee which wrote our district strategic plan. She sits on the Administrative Council for the district.

When Pleasantview was identified as a Priority School, Mrs. Hobbs galvanized the entire staff with the vision to reform Pleasantview and make it a high performing school. The Big Ideas are a collaboration of the results of the data dialogues, and the innovative ideas of the Leadership Team, and were presented to the staff for approval.

INCREASE LEADERSHIP CAPACITY WITH TEACHER LEADERS
Teacher Leaders build leadership capacity, and EDPS is committed to providing opportunities for career growth and promotion. EDPS supports formalized training and professional development, which builds the knowledge, skill capacity, and leadership of staff. Title II funds compensate teachers when they attend PD outside the school day or school calendar.

EDPS shares PD opportunities with teachers and schedules PD for those teachers failing to meet effective performance standards. Teacher Leaders (TL) are supported with PD opportunities at the MISD, such as the Teacher Leadership Academy. In the elementary schools, TL act as teachers in charge, and Team Leaders for the SIP process as co-chairs, and Facilitators of School Improvement. TL develop Reform/Redesign Plans.

TL serve as SIP goals committee co-chairs, data collectors per SIP Goals, and Mentor Teachers to new teachers in the district. An informal structure of lead teacher per grade level is in place, but one of our BIG Ideas--DEVELOP TEACHERS TO BE LEAD TEACHERS IN A CONTENT AREA FOR THEIR GRADE LEVEL TO ENSURE CURRICULUM AND INSTRUCTION MEETS STUDENTS' ACADEMIC NEEDS--will further promote teacher leadership. These lead teachers will serve their fellow teachers as curriculum resources and on district curriculum committees. EDPS uses a Trainer of Trainers Model by TL.

THE DISTRICT supports teacher leadership though the Mentor Teacher Program. A Mentor teacher is available for classroom support, teaching strategies, curriculum, technology support, evaluation, trainings, etc. TL collaborate with administrators by serving on district committees such as the District Improvement Team, District Technology Committee, Curriculum Committees, Report Cards Committee, hiring committees and more. Teacher Leaders who want to become Board certified can do so for free from our MISD. This is a great perk for keeping highly effective Teacher Leaders in our Priority school. ALL DISTRICT PERSONNEL SUPPORT TEACHER LEADERSHIP INCLUDING THE SUPERINTENDENT, THE EXECUTIVE DIRECTOR OF INSTRUCTIONAL SERVICES, THE DIRECTOR OF HUMAN RESOURCES, AND MAINTENANCE OPERATIONS.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

EDUCATOR EVALUATION

A committee consisting of the central office administrators, building principals, union leadership, and teachers met 10 times during the 10-11 school year to develop a Charlotte Danielson-based rubric that focuses on student achievement in every domain of professional practice. The committee directed their focus to ensure compliance to the legislative standards and expectations enabling the rating of teachers as ineffective, minimally effective, effective, or highly effective. Student achievement is documented and calculated from multiple measures in a single domain and comprise 25% of the total evaluation for the 13-14 school year, 40% of the total evaluation for the 14-15 school year and 50% of the total evaluation for the 15-16 school year. The Teacher evaluation tool is online in STAGES software.

The district Educator Evaluation System is attached.

ADMINISTRATOR EVALUATION

A committee consisting of central office administrators and building administrators identified and selected an administrator evaluation system that was developed by MAISA and Michigan ASCD. The evaluation tool consists of five domains, which includes 8 factors and 29 characteristics of principal performance. Student achievement will be documented and calculated from multiple measures in a single domain and comprise 25% of the total evaluation for the 13-14 school year, 40% of the total evaluation for the 14-15 school year and 50% of the total evaluation for the 15-16 school year.

The district Administrator Evaluation System is attached.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

REWARDS PROCESS

East Detroit Public Schools will generate and publish data that identifies teachers who have demonstrated measurable adequate student growth. The collective bargaining agreement does allow for a small measure of merit pay for building level achievement when district finances allow. Teachers who consistently demonstrate the ability to positively impact student achievement will be afforded leadership opportunities in peer mentoring and school improvement. These teachers will also be key participants in the professional practice

improvement teams designed to assist struggling teachers. During teacher placement and in times of staff reductions, teachers with superior achievement will be staffed ahead of others regardless of seniority or experience.

East Detroit Public Schools is collaborating with the Macomb Intermediate School District to provide leadership training for teachers and administrators who demonstrate significant student growth. Teachers determined to be effective or highly effective will be rewarded with this leadership training and will be selected to mentor marginal teachers, provide staff development to their peers and assume administrator responsibilities in the absence of a building administrator. Teachers determined to be highly effective and wishing to become Board Certified, can do so for free from our ISD. Teachers and principals demonstrating significant student growth will be mentored by central office administration and be given opportunities to lead district-wide initiatives. Teachers and principals will also be offered the opportunity to attend state and national educational conferences that will support the vision of their school and the district.

In addition, East Detroit Public Schools participates in community contests and events honoring community leaders and school stakeholders. Pleasantview Elementary is proud to have had numerous Teacher of the Year candidates in the past two years, and one winner last year. Nurturing and recognizing hard work and leadership of staff who positively impact student achievement and school culture supports staff retention and a positive work atmosphere.

REMOVAL PROCESS

Teachers whose evaluations reflect a failure to improve professional practice and have not increased student achievement will have to work to improve their performance. In these cases, an Individual Development Plan will be developed by a district improvement team which includes an administrator, an instructional mentor teacher, and a union representative. The plan will address specific concerns noted in the evaluator report. It will also include an opportunity for individual goal setting, clearly articulated measures of success, necessary timeline and support needed. Administration will provide the teacher multiple chances to improve professional practice which may include; targeted professional development, peer mentoring assistance, and observations by administrators and teacher mentors. The plan will focus on teacher's work with students and performance will be evaluated based on multiple observations and data harvesting. The plan will be intensive and ongoing, and incorporate the teacher's voice in improving the process with regular and timely feedback. At the end of the improvement period, an evaluation is made by the improvement team to determine whether the goals of the Individual Development Plan have been achieved. Dispensation of the evaluation may range from an effective performance standard to a recommendation for dismissal. The timeline for this process will adhere to Michigan legislative standards.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program.   This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:
All students will become proficient in Reading.

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in the Spring 2015 state standardized reading assessment in English Language Arts by 05/15/2015 as measured by State Standardized Assessment.

Strategy1:

Retell Text Identifying Important Detail 2013-15 - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text:From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Hoyt, Mooney, and Parkes explain that guided reading and writing are effective ways for children to navigate nonfiction text.

Activity - Post Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Other	09/03/2013	06/12/2014	$1000 - General Fund	Classroom teachers

Activity - Preview Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Progress will be measured through DRA proficiency.	Other	09/03/2013	06/12/2014	$1800 - General Fund	Classroom teachers, literacy paraprofessionals, special education teachers

Activity - Demonstrating Understanding of Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate their ability to retell important details through the use of story maps. Progress will be measured through DRA proficiency.	Direct Instruction	09/03/2013	06/12/2014	$0 - No Funding Required	Classroom teachers

Strategy2:

Classroom Instruction That Works - Pleasantview staff will embed Classroom Instruction That Works strategies into their classroom instruction to boost student achievement.

Research Cited: Leonard, Jan. Integrating Technology into Classroom Instruction Than Works (Marzano, Pickering, Pollock, ASCD, 2001).

Two Rivers Professional Development Center, Area III Learning Technology Center.

Marzano, Pickering, Pollock, ASCD, 2001. The Nine Strategies- Classroom Instruction That Works.

Activity - Classroom Instruction That Works Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasantview staff will attend training in Classroom Instruction That Works through the Macomb Intermediate School District.	Professional Learning	01/03/2013	06/12/2015	$6720 - Title II Part A	Building Principals, All Instructional Staff

Strategy3:

Close Critical Reading 2013-15 - Model and teach students to read, restate, describe, interpret, comprehend, and apply text to everyday life.

Research Cited: Kurland, Dan http://www.criticalreading.com

Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in Close and Critical Reading activities such as guided highlighting, writing summaries, and making connections. The measurable objective is DRA proficiency and meeting the AMO target in Standardized Spring State Assessment, 2015.	Direct Instruction	09/03/2013	05/15/2015	$1000 - General Fund	Classroom Teachers, Literacy Coach, Literacy Paraprofessionals

Strategy4:

Survey, Question, Read, Recite, and Review 2013-15 - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided

reading across the curriculum

Research Cited: Research Cited: Marzano, Robert, D.Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through metaanalysis

of instruction conducted by McREL (Marzano, 1998).

Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social

Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R

strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Modeling with a Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding	Academic Support Program	09/03/2013	05/15/2015	$1000 - General Fund	Classroom Teachers

Narrative:

The Pleasantview Elementary School 2013-14 Professional Development Plan was crafted based on the Comprehensive Needs Assessment

of student data, the main purpose being the assessment of student needs. The Professional Development calendar will provide ongoing

systemic support for teachers, staff, and parents. This Professional Development Plan will include training to integrate best instructional practice and our new technology. These professional development opportunities will have the greatest impact on our "big ideas," CREATING A CLIMATE OF ACHIEVEMENT, A LASER FOCUS ON INFORMATIONAL TEXT, and DEVELOPING CONTENT AREA LEAD TEACHERS per grade level to insure the curriculum and instruction meets students' academic needs. All staff will attend, and professional learning will be incorporated in all classrooms. The professional learning is ongoing, as follow up sessions will be offered either in district or at the Macomb Intermediate School District. Teacher trainers, as well as the district instructional mentor, will work one on one to meet individual teacher needs. These learning opportunities will be job-embedded in that they will be grounded into the day-to-day classroom structure and curriculum. During PLCs, teachers will analyze student learning, share strategies, and work together to meet the needs of all learners through differentiation. Classroom Instruction That Works (CITW) will change and improve our instructional program through its three main components: Creating the Environment for Learning; Helping Students Develop Understanding; and Helping Students Extend and Apply Knowledge, which supports our three big ideas. Done with quality, fidelity, intensity, and consistency, students will achieve.

We believe all these opportunities will ensure that our "big ideas" are met with consistency, quality, and fidelity.

Some of the ways our Professional Development supports our big ideas:

1. CREATING A CLIMATE OF ACHIEVEMENT

- Classroom Instruction That Works (CITW) - Research based teaching strategies and best practices that applies to all content areas.

- NWEA Assessment data collection and analysis to drive instruction

- MIExel model for Data Dialogues

- Weekly PLCs

- ILCs (Instructional Learning Cycle) using MDE model

2. LASER FOCUS ON INFORMATIONAL TEXT

- Close and Critical Reading (CCR) - A text-based strategy that scaffolds all students to return to a complex or difficult text for four different reading purposes. The theme of CCR is: Comprehension is not enough; critical analysis is essential to determine the truth and value of the message.

- Weekly PLCs

3. DEVELOP CONTENT AREA LEAD TEACHERS

- Data Director - Web-based data warehouse used to show student growth, to identify student gaps, and to guide instruction.

- MAISA (Michigan Association of Intermediate School Administrators) - Model ELA curriculum that is aligned to the ELA Common Core State Standards

- MC3 (Michigan Citizenship Collaborative Curriculum) Assists local school districts in implementing the new Social Studies Content Expectations, based on Michigan learning standards for Social Studies

-           Science Scope Curriculum found on the EDPS Atlas Rubicon Site

- Atlas Rubicon--Curriculum Mapping

- MAISA Math-Model Math curriculum aligned with CCSS

- Weekly PLCs

The emphasis on Common Core State Standards will be woven into the Professional Development Plan throughout the years in the four core academic areas. We will use a Balanced Assessment Framework to support instructional practices and learning cycles. This job embedded learning will use classroom data to support implementation of high level reform strategies and initiatives. We will focus on a collaborative culture and become results driven. All these PD efforts started in the 2013-2014 school year and will be completed by the 2016-2017 school year.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

RECRUITMENT AND ASSIGNMENT

Collaboration with local universities brings pre-student and student teachers to train in East Detroit Public Schools. If they are successful these individuals are encouraged to apply for teaching positions as they become available. Teacher vacancies are advertised at local universities, in other school districts, and on the East Detroit Public Schools district website and professional educational association websites. Many of our teachers are recruited by word of mouth by current and newly hired teachers who see our strong curriculum, work ethic, and dedication to students as a draw to our district. While it is true our district is in financial deficit, our Deficit Reduction Plan is solid and approved by the State, and our district and schools are considered supportive places to work.

At the elementary level, teachers are assigned to grade level based on certification and qualification to meet the State Highly Qualified criteria. Principals have the right of assignment in their respective schools, and assign according to strengths and leadership capacity. For example, our Multi Age Advance Classroom (MAAC) teachers are assigned based on their technology, curriculum, differentiation and project based expertise and experience.

A(1)

THE COMPREHENSIVE NEEDS ASSESSMENT IDENTIFIED SEVERAL AREAS OF STUDENT NEED: SPECIAL EDUCATION; AFRICAN AMERICAN MALES; SCIENCE; AND WRITING. THESE STUDENT NEEDS WILL DRIVE RECRUITMENT.

A(2)

THE DISTRICT'S ON LINE EMPLOYMENT APPLICATION SYSTEM ALLOWS FOR RIGOROUS SCREENING OF CANDIDATES TO FIND TEACHERS WHO CAN MEET THE NEEDS OF STUDENTS. PRE-INTERVIEWS CAN ASK FOR CANDIDATE EXPERIENCE IN CLASSROOM MANAGEMENT, DIFFERENTIATED INSTRUCTION. PREVIOUS TEACHER EVALUATIONS CAN BE REVIEWED PRIOR TO HIRING TO ENSURE A GOOD FIT FOR OUR STUDENTS.

THE INTERVIEW PROCESS WILL REFINE THE SEARCH TO IDENTIFY CANDIDATES WHO: DEMONSTRATE FLEXIBILITY, EXHIBIT HIGH QUALITY CLASSROOM MANAGEMENT, ARE ABLE TO DIFFERENTIATE INSTRUCTION, ARE EXPERIENCED WITH AT RISK STUDENTS, AND, ABOVE ALL, NURTURING WITH A PASSION FOR CHILDREN. PLEASANTVIEW WILL MAKE EVERY EFFORT TO RECRUIT TEACHERS THAT MEET THIS CRITERIA.

A (3)

BEGINNING IN THE FALL OF 2014, THE ANNUAL STAFFING PROCESS WILL ENSURE HIGHLY EFFECTIVE/ EFFECTIVE TEACHERS WILL BE ASSIGNED TO OUR PRIORITY SCHOOL BASED ON STUDENT NEEDS.

RETENTION

In order to promote Staff Retention, isolation of staff is avoided and a support system has been designed to assist in all aspects of teachers' needs. This includes internal conflict resolution assistance, job mentoring, peer assistance and Individual Development Plans with professional development support. It also includes the New Teacher Academy offered by MISD in which teachers are provided with training in best practices, classroom management, differentiated instruction, teacher collaboration, working with mentors, and understanding youth outside the classroom. There is a merit pay provision in the collective bargaining contract for building wide achievement, as well as individual building recognition at staff meetings.

East Detroit Public Schools offers incentives to retain teachers such as Mentoring Program, Solid Union Benefits, Strong School and

Community ties. Teachers rated effective or highly effective are placed in positions first. Teacher Leaders are allowed to submit their grade level choice based on certification. Teacher Leaders plan the Title I Professional Calendar for the upcoming school year based on student data and need, and teachers select their professional development using the approved protocol. Title II pays for the staff Professional Development. Teacher Leaders also design professional learning in a Trainer of Trainers model. Our Teacher Leaders are offered leadership opportunities, decision making opportunities, and opportunities to collaborate with peers in PLCs. Star teachers are recognized at Board Meetings, in advertisements for our district, and are nominated for awards such as Teacher of the Year.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

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Measurable Objective 1:

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Activity - Demonstrating Understanding of Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy4:

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strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Modeling with a Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding	Academic Support Program	09/03/2013	05/15/2015	$1000 - General Fund	Classroom Teachers

Narrative:

Pleasantview collected data from state, local, and formative assessments to guide instructional decisions. While we see gains in student motivation and academic performance, it has not translated into proficiency on high stakes tests. Simply put, our students are making progress, just not enough. MEAP was the primary source of data to identify instructional programs that meet the needs of our subgroups. District local assessments, such as DRAs, writing samples, unit and chapter tests, which are administered several times a year, have also been used in decision-making. Data from these assessments, along with formative assessments, have led us to adopt instructional programs including: MAISA ELA, MAISA Math, MC3 Social Studies, and Science Curriculum that can be found on EDPS Atlas Rubicon Site. Students are tested three times a year using the NWEA, a national norm referenced assessment using CCSS. In addition to NWEA, students will be assessed quarterly in ELA, Math, Science and Social Studies through District local assessments. These assessments are entered into Data Director and disaggregated by grade level. In PLCs, teachers will analyze data from NWEA and local assessments. Implementation of the Instructional Learning Cycle will be the 2014-15 school year. This will be our base year and continue for two additional years.

The Instructional Learning Cycle will be approximately every five weeks. It will include:

- A master calendar of core subjects and skills that need to be addressed.

- Content area teacher leaders

- Weekly 45 minute PLCs, where data will be analyzed, students regrouped based on skill level and achievement, and lesson plans formulated for a sixth period.

- Formative assessments will be created and given at the end of the cycle to assess acquisition of skill.

Teacher training in the MiExel model of data dialog will be provided before the instructional learning cycle begins.

To develop CONTENT AREA TEACHERS as INSTRUCTIONAL MASTERS and LEAD TEACHERS per grade level to insure curriculum and instruction meets students' academic needs is outlined as one of Pleasantview's big ideas. It will be carried out by all staff members following the district initiative regarding curriculum by implementing MAISA ELA units, MAISA Math as well as Science and MC 3 Social Studies beginning in the fall of 2013. These can be located on the East Detroit Atlas Rubicon Website. This website lays out units of study which include teaching and learning strategies specific to each of the four core areas of study. Grade level alignment, pacing charts, timelines, and resources are also found on the website.

Both MAISA ELA units and MAISA math reflect the Common Core State standards and contain formative assessments. They are also researched based. ELA units are based the works of Lucy Calkins at the College of Teaching and Learning, Columbia University. The math units reflect the work of Smith, M.S., Bill, V., & Hughes, E.K. (2008). Thinking through a lesson: Successfully implementing high-level tasks. Mathematics Teaching in the Middle School, 14(3), 132-138

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.
Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

Goal 1:
All students will become proficient in Reading.

Measurable Objective 1:
56% of All Students will demonstrate a proficiency in the Spring 2015 state standardized reading assessment in English Language Arts by 05/15/2015 as measured by State Standardized Assessment.

Strategy1:
Survey, Question, Read, Recite, and Review 2013-15 - Scaffold student learning using the SQ3R strategy, in whole group instruction, small group instruction, and guided
reading across the curriculum

Research Cited: Research Cited: Marzano, Robert, D.Pickering, J. Pollock (2012). "Classroom Instruction that Works." SQ3R was identified as a successful strategy through metaanalysis
of instruction conducted by McREL (Marzano, 1998).
Hedberg, Kristina (2004), "Using SQ3R With Fourth Grade ESOL Students." This study involved fourth grade ESOL students who were having difficulty with Social
Studies content. Over a period of six weeks students practiced the steps in using SQ3R, along with guided practice from the teacher. Through practice in the SQ3R
strategy the ESOL students not only increased their understanding of Social Studies concepts, they also began to use SQ3R on their own in other content areas.

Activity - Modeling with a Graphic Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will introduce and review the technique, with a large group, using Smartboard. The teacher verbalizes his or her thinking, with the use of a graphic organizer. Teacher will then use guided practice for checking for understanding	Academic Support Program	09/03/2013	05/15/2015	$1000 - General Fund	Classroom Teachers

Strategy2:

Retell Text Identifying Important Detail 2013-15 - Model and teach students how to determine important details in text. Model and teach how to create and use story maps to retell.

Research Cited: Cunningham, Patricia (1996). The Four Blocks: A Framework that Works

Hoyt, Monney, Parks (2003). Exploring Informational Text:From Theory to Practice

Mooney, Margaret (1995). Teaching K-8

Harvet, S. and Gouodvis, A. (2000). Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, MT: Stenhouse

Hoyt, Mooney, and Parkes explain that guided reading and writing are effective ways for children to navigate nonfiction text.

Activity - Preview Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will preview informational text through discussion about headings, bold text, diagrams, captions, graphs, charts, and bulleted statements. Progress will be measured through DRA proficiency.	Other	09/03/2013	06/12/2014	$1800 - General Fund	Classroom teachers, literacy paraprofessionals, special education teachers

Activity - Demonstrating Understanding of Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate their ability to retell important details through the use of story maps. Progress will be measured through DRA proficiency.	Direct Instruction	09/03/2013	06/12/2014	$0 - No Funding Required	Classroom teachers

Activity - Post Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After reading students will practice a variety of the following related activities: think aloud and retell; organizing information; sequencing events; fact-opinion; problem-solution; cause-effect; compare-contrast; and inferences. Progress will be measured through DRA proficiency.	Other	09/03/2013	06/12/2014	$1000 - General Fund	Classroom teachers

Strategy3:

Classroom Instruction That Works - Pleasantview staff will embed Classroom Instruction That Works strategies into their classroom instruction to boost student achievement.

Research Cited: Leonard, Jan. Integrating Technology into Classroom Instruction Than Works (Marzano, Pickering, Pollock, ASCD, 2001).

Two Rivers Professional Development Center, Area III Learning Technology Center.

Marzano, Pickering, Pollock, ASCD, 2001. The Nine Strategies- Classroom Instruction That Works.

Activity - Classroom Instruction That Works Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pleasantview staff will attend training in Classroom Instruction That Works through the Macomb Intermediate School District.	Professional Learning	01/03/2013	06/12/2015	$6720 - Title II Part A	Building Principals, All Instructional Staff

Strategy4:

Close Critical Reading 2013-15 - Model and teach students to read, restate, describe, interpret, comprehend, and apply text to everyday life.

Research Cited: Kurland, Dan http://www.criticalreading.com

Based on Kurland's research students increased their reading comprehension of what they read by taking control of the text by becoming the author of one's own understanding.

Activity - Guided Highlighted Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in Close and Critical Reading activities such as guided highlighting, writing summaries, and making connections. The measurable objective is DRA proficiency and meeting the AMO target in Standardized Spring State Assessment, 2015.	Direct Instruction	09/03/2013	05/15/2015	$1000 - General Fund	Classroom Teachers, Literacy Coach, Literacy Paraprofessionals

Narrative:

Pleasantview will promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. The school will provide professional development for staff on the use of data to support instruction. We will use summative data in PLCs from Data Director, NWEA, MEAP, DRA, Star Reader, Star Math, and more. We will use formative assessments in PLCs from unit tests, chapter tests, writing samples, and more. Teachers will use group and individual student data to make instructional decisions at the weekly PLCs. Eventually teachers will use pre and post assessments in Instructional Learning Cycles to evaluate and meet learning needs.

Teachers will be supported in implementing differentiation practices to address student learning. Through PLCs or other professional development, the staff will collaboratively use data to make instructional decisions and regroup students around ability in the core areas. Our goal is to laser focus on INFORMATIONAL TEXT to improve student achievement in all core academic areas. Pleasantview is actively working towards closing the achievement gap in the core content areas where comprehension and writing of informational text shows weakness.

Teachers will reach students with different learning styles and abilities by preparing standards-aligned lessons that include differentiated activities. Teachers will identify standards and learning objectives for any learning activity and communicate these to students. Student learning styles will be assessed, and teachers will incorporate a variety of support for these styles in their instruction and student activities. Teachers will use knowledge of student interests and strengths to differentiate learning activities.

Student learning is frequently assessed using standards-based assessments. This data is used to inform instruction and provide support for students. Currently, Data Team meetings are held quarterly consisting of a team including the Principal, Classroom Teacher, Title I Teachers, Psychologist, At-Risk Social Worker, Literacy Coach, and Literacy Paraprofessionals. This team will use all of our data sources to plan support for individual students in our lowest 30% of achievers.

Moving forward, data will be gathered on a continuous five-week cycle and be discussed at weekly PLCs per grade level and content specific areas. Both NWEA and local assessments will be used, as well as PBIS data. Decisions will be made for regrouping per core content area for the five-week cycle. We will use balanced assessment which supports instructional practices and learning cycles. Teachers will participate in job embedded professional learning, use classroom data to support implementation of high level reform strategies and initiatives, engage in collaborative culture, and become results driven. CONTENT TEACHER LEADERS will plan instruction for each

leveled group, and grade level teachers will deliver content, progress monitor, and gather data, and report out for the next five-week cycle.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

TIME FOR CORE SUBJECTS

In order to create a CLIMATE OF ACHIEVEMENT, Pleasantview will reorganize instructional time and personnel in order to more effectively deliver differentiated instruction to provide all students different avenues for effective acquisition of content, regardless of ability. Reorganizing time and personnel will support consistency of instruction in all content areas.

The district's plan for increasing time for core academic subjects will happen through an increase in the student day of 10 minutes added in the morning which will allow us to rearrange the instructional day to six periods. These 10 minutes will allow us to schedule core content instruction to meet student needs as opposed to meeting the schedule designed for adults. It ensures a mandated daily 2-hour block of ELA, 75-minute block of math, and 60 minutes blocks of both Science and Social Studies. This additional 10 minutes will also provide for a six period day to provide for ability grouping. Teachers will be able to implement guided reading into the ELA block, and centers in the blocks of core content areas. The Special Subject expanded day will allow mentoring and /or co teaching by the Special Subject teacher for one block per day. Adding 10 minutes per day changes the schedule from staff centered to student centered, and allows the flexibility for enrichment, correctives, mentoring, relationship building, project based learning, and more during one of the periods of the day. Another benefit of this six period schedule will be collaboration time for grade level teachers. The Leadership Team is preparing the schedule for this sixth period curriculum. Daily Minutes Schedule and teaching schedule is forthcoming. To ensure meaningful analysis of formative assessments, teachers will engage in weekly PLCs on Tuesday mornings for 45 minutes prior to student entry. Based on the data, students will be re-grouped for sixth period instruction.

TIME FOR ENRICHMENT

By adding the extra 10 minutes per day as discussed in 8A, the student schedule can be designed to support a six period Special Subject day with time in the day for correctives and/or enrichment. Each grade level would select their period of the day during which enrichments and/or additional assistance would be provided.

Enrichment activities will include:

Within the School Day:

Mad about Science enrichment curriculum from Ann Arbor Science Museum on site field trips

Fifth Grade Band

Panther Choir

Broadcast Club

Student Council

Study Island

Technology will be used for scheduled classes and activities.

After School Enrichment:

Newspaper Club

Career Studies

YMCA Girls on the Run

Scouts

YMCA Soccer and Basketball

Study Island

Technology will be used for scheduled classes and activities.

Additionally, a late bus may be provided for students/families to allow students to participate in any after school enrichment and/or tutoring activities, and arrive home safely.

TIME FOR PROFESSIONAL LEARNING

In order to create a CLIMATE FOR ACHIEVEMENT Pleasantview will reorganize instructional time and personnel in order to more effectively deliver differentiated instruction to provide all students different avenues for effective acquisition of content regardless of ability. Reorganizing time and personnel will support consistency of instruction in all content areas. In addition, in order to support weekly collaboration in PLCs (Professional Learning Communities organized by grade level) Pleasantview will increase the time for professional learning by adding a weekly 45-minute block before student entry. Pleasantview staff will meet in their PLCs on Tuesdays with the goals of clarifying curriculum to be taught and strategies to use, identifying balanced assessments to measure learning and then reviewing the data yielded by the assessment, and deciding how to organize students to meet their needs based on the testing results. A rotation of core subject will be addressed each week in a five-week cycle--ELA, Math, Science, Social Studies, Science, and Behavior.   Schedule and Calendar are being created.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Pleasantview Elementary will use a variety of strategies for continuous engagement of families. These strategies will help connect our parents and community to our reform efforts, by helping us create a CLIMATE OF ACHIEVEMENT. For example, Pleasantview will work continuously toward providing ongoing family and community engagement. To do this, Pleasantview has adopted Joyce Epstein's model of parental involvement, working diligently to incorporate all 6 types of parental involvement into our school, with a laser focus on decision making and collaborating with the community. Furthermore, Pleasantview has assembled an open invitation parent "steering" team that meets at least four times a year. This team of parents comes together and discusses our school, Title I plan, budget and programs. This team will also "steer" our efforts of the transformation plan by reaching out and engaging all of our parents. This steering team allows parents to offer ideas and suggestions on which parent programs to support learning they would like to see offered and additional ways we can support students. For parents that are unable to attend these meetings, Pleasantview asks for parental input in a variety of ways, such

as parent surveys, parent suggestion box and our school newsletter. Parents will also be invited to attend our monthly PD Meetings making parents an integral part of decision making for learning. In addition, we will also rely on parent surveys given to all parents at parent teacher conferences and also following every Title I family event.

Pleasantview is proud to house the district Parent Resource Room (PRR), where information is available to assist parents in their understanding of State Academic Content Standards. Pleasantview will hold discussions and meetings for parents throughout the year. Examples of these are; PTO meetings, Fall Curriculum nights, Fall Conferences, and the Annual Title I meeting. Parents will have opportunities to ask questions during these events as well as through emails and phone calls to teachers and staff. "Coffee with the Principal" is an excellent opportunity for parents to visit the Parent Resource Room on a monthly basis and discuss topics of concern with the Principal and/or other staff. Parents are always invited to monthly PD meetings where teachers are trained in teaching strategies and interventions, meet by grade level to discuss achievement (where appropriate), Common Core State Standards, state and local assessments, and accelerating student progress. This open door policy allows parents to become true partners in their child's education.

At Pleasantview, parents have the ability to monitor their child's progress by accessing Parent Portal via the Internet, where "real time" progress information is posted. Open communication is key, and parents have the opportunity to contact their child's teacher through phone calls, emails, classroom websites (where applicable), and face-to-face conferences. Pleasantview School has also adopted DOJO, a classroom tool that helps teachers improve behavior in their classrooms quickly and easily. It also captures and generates data on behavior that teachers can share with parents, using an online behavior management classroom plan which allows parents to see their child's DOJO points in "real time."

The Pleasantview staff works hard to plan and provide parent programs throughout the year providing parents the resources to work with their child at home. In our efforts to CREATE A CLIMATE OF ACHIEVEMENT, Pleasantview will hold a PBIS Night to engage parents, and teach them how to support PBIS efforts at home. Other examples of parent programs include: Open House and Curriculum Night, Corrective Reading Family Night, Success Math and Success ELA Family Night, Gizmo Game Night, and Everyday Math Game Night. In order to make these nights more inclusive, we invite the entire family; dinner is served allowing us to foster a sense of family or community.

Our staff understands the importance of communication and a two-way communication rapport with parents is always encouraged. To that end, lines of communication between home and school are continuously open. Materials are sent home as needed and are also available in the Parent Resource Room and/or the information kiosk in the main hallway. Teacher Weebly pages are set up for parent insight to the daily happenings of the classroom. All information and communication is conducted in a parent friendly manner. The district provides seminars and workshops, such as Cyber Safety, MACE, Anti Bullying Assembly, at multiple locations. Our district hosts parenting classes sponsored by CARE, and parents of targeted students attend free of charge. Additionally, our school social workers provide outreach and support for our families and coordinate services to support families struggling with basic needs and mental health issues. They have a network which they access for support.

Pleasantview Elementary will use a variety of strategies for continuous engagement of our community in order to strengthen our CLIMATE OF ACHIEVEMENT. Pleasantview Elementary School understands community partners, including local churches and businesses, are critical to our reform efforts. For example, Pleasantview will seek partnerships that strengthen our big idea of creating a CLIMATE OF ACHIEVEMENT. We will reach out to local businesses to support Pleasantview through donations of time and resources. For example, Pleasantview will seek community members to act as mentors for our students. We will deepen our partnership with the YMCA, already a partner in our schools, perhaps providing our 5th grade students the opportunity to visit a local YMCA Camp, thus creating a school and community partnership as well as a CLIMATE OF ACHIEVEMENT. In addition, our YMCA Girls on the Run (GOTR) Program support character building and exercise for our female students. The YMCA also provides scholarships within the School Age Child Care (SACC) Program as well as with GOTR, soccer, basketball, etc. Pleasantview will tap into our local community, by actively seeking volunteers to support our students in the classrooms. It is our goal to build deeper partnerships within our community, starting with some of the local partners. We currently have the Kelly-8 Homeowners Associations, as they are stakeholders in our community as well as our school district. Donations will be sought for our PBIS Store, and school supplies for our students. Furthermore, community members/business owners

including doctors, lawyers, dentists, etc., will be invited to visit Pleasantview and share their careers and education with our students. This will provide our students the opportunity to meet and interact with positive role models and to explore a variety of careers as we prepare students to be college and career ready.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Pleasantview is provided operational flexibility for issues such as staffing, calendars, time and budgeting to implement a comprehensive approach to substantially increase student achievement. The School Leadership Team and building leader determine the school's Title I budget, subject to federal regulations. The stakeholders have determined the needs for our school as stated in this document. The Pleasantview Professional Development Plan is crafted based on the Comprehensive Needs assessment of student data. Staff looks at MEAP, local assessments, and student achievement. Staff determines the needs of our students and creates the PD Plan. Our School Improvement goals drive the PD Plan. The stakeholders also drive the Title I expenditures based on the needs of our students and staff. The Teacher Leaders meet with the principal and develop the Title I expenditures, subject to federal regulations. Pleasantview will have autonomy over Title I expenditures.

The EDPS 2013-14 instructional calendar is 181 days providing for 1100.12 instructional hours. Pleasantview will add an additional 10 minutes a day/50 minutes a week to instructional learning time beginning in the 2014-2015 school year. EDPS is allowing Pleasantview flexibility with these 10 minutes to best suit the needs of students per our big ideas. In addition, Pleasantview will organize in a manner to embed common planning time for grade level teams throughout the week. Pleasantview teachers will engage in an additional 45 minute weekly PLCs.

The district coordinates grant funding (Title I/31A) to hire additional staff to provide support to students identified as having Tier2/Tier 3 academic needs (per standard and local assessment data). The district provides for web-based intervention resources such as Star Reader and Star Math and small group learning opportunities and strategies. The professional development and PLCs will allow leadership and staff to examine data continuously to inform and differentiate instruction and ensure horizontal and vertical articulation of aligned curriculum and instructional goals. The upper elementary classes will have dedicated time per core content area, and flexible grouping in ILCs where students rotate between classes in the sixth period. Teachers will be organized according to grade level pods and benefit from common planning prep hours.

The building level exercises a high level of autonomy in the development of the instructional pacing and the professional development calendar. An example of this is the professional development Pleasantview teachers will receive to develop their weekly PLC model. Through this training the teachers will use the weekly PLC time most effectively and efficiently. As a result, they will be able to make timely, informed decisions regarding issues such as instructional pacing.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.
Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.
Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

District Representatives

The District Representatives (Dr. Linda Clinton and Mr. Paul Szymanski) will participate in data dialogues, guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel. District Representatives will participate as School Support Team (SST) members to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis. District Representatives will collect data on classroom instructional practices as evidenced by classroom observations. District Representatives will support Priority Schools to implement and monitor the focus areas and provide ongoing feedback and guidance.

MSU Intervention Specialist

The MSU Intervention Specialist (Mr. Mike Bugenski) will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

MISD School Improvement Facilitator

The MISD School Improvement Facilitator (Mrs. Lisa Asaro) will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, and pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

School ADvance™
Summary Rubrics by Domain, Factor, and Characteristic
For Principal Evaluation

The Summary Rubrics provide administrators and their evaluators with a condensed version of the Full Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation Users' Manual). This set of Summary Rubrics is organized around the four practice domains (Domains 2-5) and eight practice factors for the principal evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form. The Summary Rubrics match directly to the School ADvance performance evaluation Framework and Full Rubrics for either the principal or central office/superintendent position. The summary statements can be used as the basis for the summative performance assessment and the expanded (full) rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summary Rubrics collapses several characteristics listed within the Full Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Full Rubrics when there is a question about what a Summary Rubric item means or what might be observable or documentable evidence for that item.

Color Key for Rubrics:

Domains
Factors
Characteristic

Domain 1 – Results			
Student, Teacher, and School Results Factors			
Teacher Results, Based on Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of teachers whose students meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments.
Student Results Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in the percentage of building students who meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets on specified assessments.
Student Results Item: Achievement Gaps Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified assessments; and/or	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments; and/or	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified assessments.
School Results Item: Improved School Programs and Process Characteristic			
Ineffective	Minimally Effective	Effective	Highly Effective
	Shows improvement on identified school process and program improvement targets based on the school's improvement plan	Meets established annual school process and program improvement targets based on the school's improvement plan and/or	Exceeds established annual school process and program improvement targets based on the school's improvement plan.

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Maintains and communicates an informed vision of success for all students	*And* advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	*And* sets both example and expectation for treating all persons with civility, respect, and dignity
Shared Vision Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Works with staff, students, parents, and community to build a shared vision of learning for all students	*And* enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	*And* monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Uses valid data, information, and research to inform goals, strategies, and practices	*And* guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	*And* works with staff to use data, information, and research to set priorities, evaluate school Programs, and collaborate for improved results.
Strategic and Systemic Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school	*And* works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals.	*And* works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals.
Fair, Legal, Honest, Ethical and Professional Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Conducts his/her work in a fair, legal, and ethical manner	*And,* holds school personnel accountable for fair, legal, and ethical conduct	*And* contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Resilient Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	*And* models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability and consistency	*And* establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Curriculum Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction	*And* ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students.	*And* assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
Instruction Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	*And* assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	*And* establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
Assessment Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal and valid practices in using data to communicate about student progress.	*And* provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students	*And* works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices

Domain 3 – Programs		
Safe, Effective, Efficient School Operations Factors		
Policies Laws, and Procedures Characteristics		

Ineffective	Minimally Effective	Effective	Highly Effective
	Maintains current knowledge and acts in accordance with State and federal laws, school safety practices, employee contracts, and district policies.	*And* informs and holds staff accountable for adherence to State and federal laws, school safety practices, employee contracts and district policies	*And* monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical, school operations and to develop positive employee relations

Systems, Processes, and Procedures Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Follows district and establishes school systems, processes and procedures that guide the operation of the school	*And* ensures that staff and student, understand, follow, and evaluate the systems, processes, and procedures of the school and district	*And* works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures

Allocation and Management of Resources Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes procedures for and regularly monitors the school's fiscal management and financial status	*And* communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	*And* communicates and collaborates with staff, central office and stakeholders about the school's financial status and securing resources to achieve school goals

Domain 4 – Processes			
Community Building Factors			
Relationships Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Forms relationships with staff, students, families and the broader school community	*And,* is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community	*And*, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
Inclusion Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Welcomes and invites parents and members of the diverse community to be involved with the school	*And* responds to concerns of students, parents, and community involving them in ways that are meaningful and relevant	*And* ensures all segments of the community are included, involved, respected, and valued
Communications Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Communicates regularly with internal and external stakeholders about student achievement	*And* uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	*And* establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 4 – Processes			
Evidenced Based and Data Informed Decision Making Factors			
Collaborative Inquiry Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Creates school routines to examine and question student and school results	*And* establishes and works with staff teams to challenge assumptions, raise questions and interpret multiple sources of student results to create evidence based instructional plans	*And* trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
Systematic Use of Multiple Data Sources Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Works with staff to use multiple forms of student (including sub-group data) and school data to identify school improvement goals	*And* works with staff to analyze multiple year student (including sub-group data) and school data trends and select evidence based strategies to achieve the school improvement goals	*And* works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
Data Systems Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Is knowledgeable about and sets clear expectations for staff use of the school's data systems	*And* ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring	*And* provides staff training and support to use the school's data system for collecting, analyzing and interpreting multiple forms of data for progress and performance monitoring

Domain 5 – Systems			
Technology Integration and Competence Factors			
Personal Use of Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	*And* models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	*And* learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
Learning and Teaching with Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities	*And* assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving, curriculum management, instruction, and assessment	*And* provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunity, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
Leadership for Technology Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	*And* works with staff to identify evidence based technology practices that improve instruction, extend learning opportunity and foster student and parent engagement in the learning process	*And* provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results

Developed by MASA and Michigan ASCD

Domain 5 – Systems			
Human Capacity Development Factors			
Professional Development Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	*And* establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	*And* works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
Leadership Development Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Involves staff in school decision making processes and recognizes staff leadership	*And* helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents and community in the work of the school	*And* identifies, develops, and supports staff, student and parent leaders with the training, mentoring, coaching needed to carry out meaningful leadership roles in the school

Administrator Evaluation: Principal Summary Rubric

Developed by MASA and Michigan ASCD

Domain 5 – Systems Continued			
Human Capacity Development Factors Continued			
Performance Evaluation Characteristics			
	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback and development of personal growth or individual development plans (IDP)	*And* works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results	*And* involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
Productivity Characteristics			
Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work	*And* makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes	*And* differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity

Introduction

The East Detroit Public Schools Teacher Evaluation Tool was collaboratively developed by teachers and administrators based on Charlotte Danielson's framework for teaching. It is the belief and position of the development team that student achievement is an integral part of 100% of the strands, as all instructional decisions are made based on formative and summative assessments, with the desired outcome of increased student achievement.

Domains 1 (Planning and Preparation), 4 (Professional Responsibilities), and 5 (Documenting Student Growth), can be evaluated on an on-going basis over the course of a school year, and the tool for these domains has blank spaces to allow for reflection and comments. Scoring on Domains 1, 4, and 5, must be done with the Master Rubric, which has the score points for each Domain and Strand. Domains 2 (The Classroom Environment) and 3 (Instruction) are best evaluated through classroom observation, and as such, the tool includes the rubric language for those domains/strands for ease of use by the administrator during observation.

East Detroit Public Schools Teacher Evaluation Tool

Summary Page

Teacher's Name: _____

School Year: _____

Teaching Assignment: _____

Evaluator's Name: _____

School Assignment: _____

Date(s) of Evaluation: _____

Employment Status: 1ˢᵗ Year ☐ 2ⁿᵈ Year ☐ 3ʳᵈ Year ☐ 4ᵗʰ Year ☐ 5ᵗʰ Year Tenure ☐ Seniority Date: _____

Strand: (For each Domain and Overall Rating, select rating of *Ineffective*, *Minimally Effective*, *Effective* or *Highly Effective* from drop-down.)
Domain #1: Planning and Preparation: N/A
Domain #2: The Classroom Environment: N/A
Domain #3: Instruction: N/A
Domain #4: Professional Responsibilities: N/A
Domain #5: Demonstrating Student Growth: N/A
> *Pursuant to MCL 380.1246, Section 2(a)(i), c teacher performance will be based on student growth data as follows:*
> *2013-2014: 25%; 2014-2015: 40%; 2015-2016: 50%*

Overall Rating: N/A

Summary:
Is the overall evaluation acceptable?   Yes ☐ No ☐
Is continued employment recommended? Yes ☐ No ☐

_____   _____
Evaluator   **Date**

I have received a copy of this evaluation and understand a copy of this document shall be included in my personnel file.

_____   _____
Teacher   **Date**

Notes: _____

East Detroit Public Schools Teacher Evaluation Tool

Teacher: _____ School: _____ Subject/Grade/Class: _____

Evaluator Name: _____ Position: _____ Date: _____

Rate teacher for each strand in each domain: 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective.
Refer to the Master Rubric for specific language to guide the rating. *Comments must be given for any strand rated 1 or 2.*

Domain #1: Planning and Preparation

Rating	Strand	Comments (Required if rated 1 or 2)
	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	
	1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students' skills, knowledge and language proficiency iii. Students' interest and cultural heritage	
	1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment i. Clarity iii. Balance iv. Suitability for diverse learners	
	1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	

Teacher Name: _____

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	1E Designing Student Assessment **[Demonstration: Student Work; Lesson Plans, Self Reflection]** i. Formative Assessment alignment with Outcomes & Standards ii. Design of Formative Assessment iii. Use for Planning	

Overall comments/suggestions for Domain #1:

East Detroit Public Schools Teacher Evaluation Tool

Teacher: _____ School: _____ Subject/Grade/Class: _____

Evaluator Name: _____ Position: _____ Date: _____

Rate teacher for each strand in each domain: 1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective.
Refer to the Master Rubric for specific language to guide the rating. *Comments must be given for any strand rated 1 or 2.*

Domain #2: The Classroom Environment

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	2A Creating an Environment of Respect and Rapport [Demonstration: Classroom Observations, Self Reflection] i. Teacher interaction with students		Interaction is negative, demeaning, sarcastic, inappropriate.	Interaction is inconsistent, exhibits favoritism to some and ignores others.	Interactions demonstrate general caring and respect, are age and culturally appropriate.	Meets proficiency and there evidence of high levels of trust.
	2B Establishing a Culture of Learning [Demonstration: Observation, Student Work; Self Reflection] i. Importance of Content ii. Classroom Atmosphere		Speaks of content negatively & conveys low achievement expectations. Classroom reflects no effort to engage students.	Does not emphasize importance of content and seeks minimal student buy in and achievement. Classroom reflects some effort to engage students and shows some pride in achievement & content.	Conveys enthusiasm for the content. Most students understand course value and have high standards. Classroom engages students and reflects pride in achievement and content.	Meets proficiency and students demonstrate genuine interest through participation. Meets proficiency and encourages students to further investigate content.
	2C Managing Classroom Procedures [Demonstration: Observation; Self Reflection] Mangement of: i. Instructional Process ii. Transitions iii. Material and Supplies		Teacher allows students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.

Teacher Name: _____

Domain #2: The Classroom Environment (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	2D Managing Student Behavior [Demonstration: Observation; Self Reflection] i. Expectations ii. Monitoring Student Behavior iii. Response to Student Misbehavior		No standards have been established or communicated to students. Student behavior is not monitored and teacher is unaware of student behavior. Does not respond to misbehavior or constantly does not respect student's dignity.	Standards of conduct may have been established but they are not being adhered to. Teacher is aware of student behavior for most students but may miss the activities of some students. Attempts to respond to misbehavior but is inconsistent.	Standards of conduct are clear to all students and most adhere to them. Teacher is alert to student behavior at all times. Responds to misbehavior appropriately, consistently and by respecting student dignity. Or students rarely misbehave.	Meets proficiency and students seemed to have participated in their development. Meets proficiency and students monitor their own behavior. Meets proficiency and student behavior is almost entirely appropriate.
	2E Organizing Physical Space [Demonstration: Observations] i. Safety and Accessibility		The classroom is not safe.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	Meets proficiency and accommodations and adjustments are made when necessary.

Domain #3: Instruction

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3A Communicating with Students [Demonstration: Classroom Observations] i. Expectations for Learning ii. Directions and Procedures iii. Explanations of Content iv. Use of Oral and Written Language		Lesson objectives are not communicated to students. Directions and procedures are not communicated to students. Explanation of content is unclear, confusing. Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Lesson objectives are communicated to students but are unclear. Directions and procedures require constant clarification. Explanation of content is uneven, at times clear, but other portions are difficult to follow. Spoken language is audible and written language is legible but vocabulary is limited or is not appropriate to students' ages or backgrounds.	Lesson objectives are clearly communicated, and connected to broader learning. Directions and procedures are clear to students. Explanation of content is clear and appropriate. Spoken language is audible and written language is legible, vocabulary is appropriate to the students' ages and interests.	Meets proficiency and lesson objectives are connected to student interests. Meets proficiency and teacher anticipates possible misunderstandings. Meets proficiency and explanation is connected to student's knowledge and experiences. Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extends students' vocabularies.

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3B Engaging Students in Learning [Demonstration: Observation; Self Reflection] i. Activities and Assignments ii. Engaging students in Discussion & Questioning iii. Differentiation iv. Structure & Pacing		Activities and assignments are inappropriate for students' age and background. Students are not engaged in them. Interaction is focused on directives & teacher questions are of poor quality and are not cognitively challenging. Lesson does not address differentiated learning. The lesson has no clearly defined structure.	Some activities and assignments are appropriate and some students are engaged in them. Some discussion is attempted with some students. Questions are generally of low quality, posed in rapid succession, and only some invite thoughtful responses. Lesson makes some attempts to address differentiated learning. The lesson has a structure but it is not maintained through the lesson. Pacing of the lesson is inconsistent.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher generates actual discussion and engages many students. Most questions are of high quality, and time is provided for students to respond. Lesson makes adjustments appropriate for differentiated learning. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	Meets proficiency and student are clearly display interest and ownership of activities and assignments. Meets proficiency and teacher encourages students to ask higher level questions and students initiate & discuss topics in thoughtful manner. Meets proficiency and reflects active and continual adjustments for differentiation. Meets proficiency and pacing allows for reflection and closure. Pacing of the lesson is appropriate for all students.
	3C Using Assessment in Instruction [Demonstration: Student Work; Observation; Self Reflection] i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students		Students are not aware of assessment criteria. Teacher does not monitor students learning. Feedback is of poor quality and not provided to students in a timely manner.	Students know some of the criteria and performance standards. Teacher monitors the progress of the class but does not use assessments tools. Feedback is uneven, and its timeliness is inconsistent.	Students are aware of most of the criteria and student work. Teacher monitors the progress of students in the curriculum, making use of assessment tools to elicit information. Feedback is timely and of consistently high quality.	Meets proficiency and evidence of assessment criteria including different learning styles. Meets proficiency and pays particular attention to the progress of individual students. Meets proficiency and students make use of the feedback in their learning.

Teacher Name: _____

Domain #3: Instruction (cont.)

Rating	Strand	Comments	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
	3D Demonstrating Flexibility and Responsiveness (strand my not always be ovservable) [Demonstration: Observation; Self Reflection] i. Lesson Adjustment ii. Response to Students iii. Persistence		Teacher rigidly adheres to an instructional plan even when change is clearly needed. Teacher ignores students' questions and contributions. When a student has difficulty with a lesson of objective, teacher gives up on instruction.	Teacher attempts to adjust a lesson when needed, but adjustments are not successful. Teacher attempts to respond to questions and contributions but does so ineffectively or disrupts lesson pacing. Teacher only has limited instructional strategies to respond to student needs.	Teacher makes adjustments when needed and most adjustments occur smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on several strategies.	Meets proficiency and adjustment plan is clearly intentional and well thought out. Meets proficiency and seizes opportunity to use student questions to enhance learning experiences. Meets proficiency and can draw on vast strategies and resources to support struggling students.

Overall comments/suggestions:

Transfer ratings for domains to teacher's evaluation summary page.

Post observation conference date and time: _____

Administrator Signature: _____   Teacher Signature: _____

Teacher Name: _____

Domain #4: Professional Responsibilities

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	4A Reflecting on Teaching [Demonstration: Self Reflection] i. Accuracy & Self Improvement Strategy ii.	
	4B Maintaining Accurate Records [Demonstration: Artifacts of Classroom Noninstructional Activities] i. Student completion of Assignments & Progress ii. Noninstructional Records	
	4C Communicating with Families [Artifacts displaying parental communication: Self Reflection] i. Information About the Iinstructional Program ii. Information About Individual Students	
	4D Participating in a Professional Community [Demonstration: Self Reflection; Log of Participation] i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry & PLC iii. Participation in School and District Projects	
	4E Growing and Developing Professionally [Demonstration: Self Reflection; Log of Participation] i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession	
	4F Showing Professionalism [Demonstration: Self Reflection; Ovservation] i. Integrity and Ethical Conduct ii. Service to Students & Advocacy for Them iii. Decision Making iv. Compliance with School and District Regulations	

Overall comments/suggestions for Domain #4:

Teacher Name: _____

Domain #5: Demonstrating Student Growth (Additional Domain 5 pages may be attached; indicate at bottom of page.)

1-Ineffective; 2-Minimally Effective; 3-Effective; 4-Highly Effective

Rating	Strand	Comments (Required if rated 1 or 2)
	5A Reporting Student Growth [Demonstration: **Student Learning Objective (SLO) Documents**] i. Setting SLO goals ii. Tracking SLO data iii. Reporting SLO	
	5B Student Learning Objective #1 List Assessment Type(s)	
	5B Student Learning Objective #2 List Assessment Type(s)	
	5B Student Learning Objective #3 List Assessment Type(s)	

Overall comments/suggestions for Domain #5:

Transfer ratings for domains to teacher's evaluation summary page.   **Domain 5 only: Page _____ of _____**

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	In planning and practice teacher often makes content errors. Displays no understanding of the range of pedagogical approaches suitable for student learning.	Is familiar with content area but sometimes makes mistakes and ignores student errors. Plans and practices reflect limited range of pedagogical approaches.	Displays solid knowledge in content area and understands how they relate to one another. Plans and practices reflect familiarity with a wide range of effective pedagogical approaches and disciplines.	Meets proficiency and understands how content area connects to other disciplines. Meets proficiency and plans and practices pedagogy in a strategic way to meet student needs.
1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students' skills, knowledge and language proficiency iii. Students' interest and cultural heritage	Displays little or no knowledge of developmental characteristics of the age group or how students learn. Displays no knowledge of students' skills knowledge and language proficiency. Displays little or no knowledge of students' interests or cultural heritage and does not find this valuable.	Displays partial knowledge of developmental characteristics of age group and limited understanding of how they learn. Recognizes the value of understanding students' skills etc. but does not differentiate accordingly. Recognizes the value of understanding students' interests and cultural heritage.	Displays accurate understanding of the typical development characteristics of age group & applies knowledge of how they learn to class. Recognizes the value of understanding student skill etc. and differentiates for groups. Recognizes the value of understanding students' interests &cultural heritage and displays this knowledge for the class.	Meets proficiency and displays knowledge of the extent to which individual students follow patterns and how they learn as individuals and groups. Meets proficiency and has a strategy for and uses information to inform future planning. Meets proficiency and applies this knowledge to individual students.
1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment i. Clarity iii. Balance iv. Suitability for diverse learners	Outcomes represent low expectations. They do not represent learning in the discipline or reflect state standards. Outcomes are not clear are not student centered and are difficult to assess. Outcomes reflect only one learning strand.	Some outcomes represent moderately high expectations, and partially reflect some sequence & learning standards. Some outcomes are vague or not student centered or assessable. Outcomes reflect more than one learning strand but strands are not integrated.	Outcomes represent high expectations and are connected to a sequence of learning and state standards. Most outcomes are clear, assessable and student centered. Outcomes reflect several different types of learning and opportunities for integration.	Meets proficiency and connects learning clearly to other disciplines. All outcomes are clear, assessable, and student centered. Meets proficiency and considers the needs of individual students and groups.
1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	Learning activities are not clearly constructed or suitable for students. Lessons do not use or consider student achievement data.	Some learning activities are structured and are suitable for students and instructional outcomes. Only portions of the lesson seem to reflect a use of data to structure activities.	Most learning activities have structure, are suitable for students, match instructional outcomes and engage students. Most lessons reflect a use of data to form activities to enhance student achievement.	Meets proficiency, progresses coherently, engages students at high levels and is based on student learning. Meets proficiency and reinforces affect of lesson on potential student achievement.

Domain #1: Planning and Preparation (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1E Designing Student Assessment [Demonstration: Student Work; Lesson Plans, Self Reflection] i. Formative Assessment alignment with Outcomes & Standards ii. Design of Formative Assessment iii. Use for Planning	Assessment procedures do not match assessment outcomes or consider standards. Teacher does not incorporate any formative assessment. Does not plan to use assessments to inform future planning.	Some instructional outcomes and standards are assessed. Formative assessment approaches are unclear. Sometimes uses data to plan lessons.	Most instructional outcomes & standards are assessed, and strategies are carefully chosen. Teacher uses logical strategy in formative assessment. Usually plans to use assessment data for future instruction.	Meets proficiency and assessments are differentiated for student learning. Meets proficiency and applies strategy to address all student results. Meets proficiency and plans to use assessment results to implement differentiated instruction.

Domain #2: The Classroom Environment

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2A Creating an Environment of Respect and Rapport [Demonstration: Classroom Observations, Self Reflection] i. Teacher interaction with students	Interaction is negative, demeaning, sarcastic, inappropriate.	Interaction is inconsistent, exhibits favoritism to some and ignores others.	Interactions demonstrate general caring and respect, are age and culturally appropriate.	Meets proficiency and there evidence of high levels of trust.
2B Establishing a Culture of Learning [Demonstration: Observation, Student Work; Self Reflection] i. Importance of Content ii. Classroom Atmosphere	Speaks of content negatively & conveys low achievement expectations. Classroom reflects no effort to engage students.	Does not emphasize importance of content and seeks minimal student buy in and achievement. Classroom reflects some effort to engage students and shows some pride in achievement & content.	Conveys enthusiasm for the content. Most students understand course value and have high standards. Classroom engages students and reflects pride in achievement and content.	Meets proficiency and students demonstrate genuine interest through participation. Meets proficiency and encourages students to further investigate content.
2C Managing Classroom Procedures [Demonstration: Observation; Self Reflection] Mangement of: i. Instructional Process ii. Transitions iii. Material and Supplies	Teacher allows Students to not be productively engaged in learning. Transitions are chaotic with much time lost in between lesson segments. Materials and supplies are handled inefficiently resulting in lost instructional time.	Teacher allows only some students are productively engaged in learning. Only some transitions are effective with some loss of instructional time. Some routines for handling supplies and material are evident but instructional time is still lost.	Teacher leads most students to be productively engaged in learning. Transitions occur smoothly with little loss of instructional time. Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time.	Meets proficiency and teacher encourages students to assist in the learning process. Meets Proficiency and students responsibly self regulate transition times. Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation.

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2D Managing Student Behavior [Demonstration: Observation; Self Reflection] i. Expectations ii. Monitoring Student Behavior iii. Response to Student Misbehavior	No standards have been established or communicated to students. Student behavior is not monitored and teacher is unaware of student behavior. Does not respond to misbehavior or constantly does not respect student's dignity.	Standards of conduct may have been established but they are not being adhered to. Teacher is aware of student behavior for most students but may miss the activities of some students. Attempts to respond to misbehavior but is inconsistent.	Standards of conduct are clear to all students and most adhere to them. Teacher is alert to student behavior at all times. Responds to misbehavior appropriately, consistently and by respecting student dignity. Or students rarely misbehave.	Meets proficiency and students seemed to have participated in their development. Meets proficiency and students monitor their own behavior. Meets proficiency and student behavior is almost entirely appropriate.
2E Organizing Physical Space [Demonstration: Observations] i. Safety and Accessibility	The classroom is not safe.	The classroom is safe, and essential learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	Meets proficiency and accommodations and adjustments are made when necessary.

Domain #3: Instruction

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3A Communicating with Students [Demonstration: Classroom Observations] i. Expectations for Learning ii. Directions and Procedures iii. Explanations of Content iv. Use of Oral and Written Language	Lesson objectives are not communicated to students. Directions and procedures are not communicated to students. Explanation of content is unclear, confusing. Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Lesson objectives are communicated to students but are unclear. Directions and procedures require constant clarification. Explanation of content is uneven, at times clear, but other portions are difficult to follow. Spoken language is audible and written language is legible but vocabulary is limited or is not appropriate to students' ages or backgrounds.	Lesson objectives are clearly communicated, and connected to broader learning. Directions and procedures are clear to students. Explanation of content is clear and appropriate. Spoken language is audible and written language is legible, vocabulary is appropriate to the students' ages and interests.	Meets proficiency and lesson objectives are connected to student interests. Meets proficiency and teacher anticipates possible misunderstandings. Meets proficiency and explanation is connected to student's knowledge and experiences. Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extends students' vocabularies.
3B Engaging Students in Learning [Demonstration: Observation; Self Reflection] i. Activities and Assignments ii. Engaging students in Discussion & Questioning	Activities and assignments are inappropriate for students' age and background. Students are not engaged in them. Interaction is focused on directives & teacher questions are of poor quality and are not cognitively challenging.	Some activities and assignments are appropriate and some students are engaged in them. Some discussion is attempted with some students. Questions are generally of low quality, posed in rapid succession, and only some invite thoughtful responses.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher generates actual discussion and engages many students. Most questions are of high quality, and time is provided for students to respond.	Meets proficiency and student are clearly display interest and ownership of activities and assignments. Meets proficiency and teacher encourages students to ask higher level questions and students initiate & discuss topics in thoughtful manner.

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3B Engaging Students in Learning [Demonstration: Observation; Self Reflection] iii. Differentiation iv. Structure & Pacing	Lesson does not address differentiated learning. The lesson has no clearly defined structure.	Lesson makes some attempts to address differentiated learning. The lesson has a structure but it is not maintained through the lesson. Pacing of the lesson is inconsistent.	Lesson makes adjustments appropriate for differentiated learning. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	Meets proficiency and reflects active and continual adjustments for differentiation. Meets proficiency and pacing allows for reflection and closure. Pacing of the lesson is appropriate for all students.
3C Using Assessment in Instruction [Demonstration: Student Work; Observation; Self Reflection] i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students	Students are not aware of assessment criteria. Teacher does not monitor students learning. Feedback is of poor quality and not provided to students in a timely manner.	Students know some of the criteria and performance standards. Teacher monitors the progress of the class but does not use assessments tools. Feedback is uneven, and its timeliness is inconsistent.	Students are aware of most of the criteria and student work. Teacher monitors the progress of students in the curriculum, making use of assessment tools to elicit information. Feedback is timely and of consistently high quality.	Meets proficiency and evidence of assessment criteria including different learning styles. Meets proficiency and pays particular attention to the progress of individual students. Meets proficiency and students make use of the feedback in their learning.
3D Demonstrating Flexibility and Responsiveness (strand my not always be ovservable) [Demonstration: Observation; Self Reflection] i. Lesson Adjustment ii. Response to Students iii. Persistence	Teacher rigidly adheres to an instructional plan even when change is clearly needed. Teacher ignores students' questions and contributions. When a student has difficulty with a lesson of objective, teacher gives up on instruction.	Teacher attempts to adjust a lesson when needed, but adjustments are not successful. Teacher attempts to respond to questions and contributions but does so ineffectively or disrupts lesson pacing. Teacher only has limited instructional strategies to respond to student needs.	Teacher makes adjustments when needed and most adjustments occur smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on several strategies.	Meets proficiency and adjustment plan is clearly intentional and well thought out. Meets proficiency and seizes opportunity to use student questions to enhance learning experiences. Meets proficiency and can draw on vast strategies and resources to support struggling students.

Domain #4: Professional Responsibilities

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4A Reflecting on Teaching [Demonstration: Self Reflection] i. Accuracy & Self Improvement Strategy	Does not know whether lesson was effective and does not consider a manner to improve.	Has generally accurate impression of lesson's effect, but does make specific plans to improve	Teacher has accurate impression of lesson's effect & makes specific examples of areas to improve	Meets proficiency and can offer suggestions or evaluate the strengths of the lesson and impact of possible change.

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4B Maintaining Accurate Records [Demonstration: **Artifacts of Classroom Noninstructional Activities**] i. Student completion of Assignments & Progress ii. Noninstructional Records	There is no system for tracking student assignments or progress. Teacher does not keep records for non-instructional activities.	System for tracking student assignments & progress is rudimentary and not entirely effective. Records for noninstructional activities are completed but require monitoring for errors and regular adjustments.	System for tracking student assignments & progress is effective and well maintained. Systems for maintaining information on noninstructional activities is effective.	Meets proficiency and communicates information with students. Meets proficiency and it is clear that system is highly effective resulting in timely and accurate completion.
4C Communicating with Families [**Artifacts displaying parental communication: Self Reflection**] i. Information About the Iinstructional Program ii. Information About Individual Students	Does not communicate information about instructional programming to families. Does not provide families with information about individual students and does not respond to parent concerns.	Participates in school's activities for family communication but offers little additional information. Adheres to school procedures for communicating about individual students. Responses to family concerns are minimal.	Provides information to families about the instructional program through school activities and additional information. Communicates with families about individual students' progress and is available to respond to family concerns.	Meets proficiency and employs communication strategies frequently. Meets proficiency and is responsive to student and family feedback about communication systems. Handles concerns with professionalism and cultural sensitivity.
4D Participating in a Professional Community [Demonstration: **Self Reflection; Log of Participation**] i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry & PLC iii.Participation in School and District Projects	Relationships with colleagues are negative and hinder ability to impact student learning. Teacher avoids participation in a culture of professional inquiry & PLC. Avoids being involved in any district projects or school events.	Sometimes maintains positive relationships with colleagues. Teacher is only occasionally involved in a culture of inquiry in PLC. Only participates in school or district events when they are mandatory.	Relationships with most colleagues are characterized by mutual support and cooperation. Actively participates in a culture of professional inquiry in PLC. Participate in school and district projects and events.	Meets proficiency and participates or would participate in leadership roles. Meets proficiency and takes a leadership role in promoting a culture of professional inquiry in PLC. Meets proficiency and makes substantial contributions; volunteers and sometimes takes leadership role.
4E Growing and Developing Professionally [Demonstration: **Self Reflection; Log of Participation**] i. Enhancement of Content Knowledge and Pedagogical Skill ii.Receptivity to Feedback from Colleagues iii.Service to the Profession	Participates in no professional development activities. Resists feedback from supervisors or other experienced teachers. Makes no effort to share knowledge with others and does not assume professional responsibilities.	Limited participation in professional development opportunities. Is reluctant to accept feedback and occasionally acts on suggestions. Finds limited ways to contribute to the profession.	Actively participates in professional development activities. Welcomes feedback from supervisors and other experienced teachers. Participates actively in assisting other educators.	Meets proficiency and makes a systematic effort to incorporate professional development in practice. Meets proficiency and seeks out feedback from experienced colleagues. Initiates important activities to contribute to the profession.

Domain #4: Professional Responsibilities (cont.)

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4F Showing Professionalism [Demonstration: Self Reflection; Ovservation] i. Integrity and Ethical Conduct ii. Service to Students & Advocacy for Them iii. Decision Making iv. Compliance with School and District Regulations	Displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students needs & does not advocate on their behalf. Makes decisions and recommendations based only on self-serving interests. Does not comply with school and district regulations.	Displays integrity in most interactions Attempts to serve students are inconsistent and seldom advocates on behalf of students' well-being. Decisions are based on limited professional considerations. Complies minimally with school and district regulations, doing just enough to get paid.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students and works to ensure all students receive a fair opportunity to succeed. Maintains an open mind and participates in team or departmental decision making. Complies fully with school and district regulations.	Meets proficiency and intentionally models behavior for students and other colleagues. Meets proficiency and seeks out resources when needed. Takes a leadership role in ensuring that all students receive a fair opportunity to succeed. Meets proficiency takes a leadership role in helping to ensure that decisions are made based on the highest professional standards. Meets proficiency and takes a leadership role with colleagues.

Domain #5: Demonstrating Student Growth

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
5A Reporting Student Growth [Demonstration: Student Learning Objective (SLO) Documents] i. Setting SLO goals ii. Tracking SLO data iii. Reporting SLO	Does not set SLO goals. Teacher does not have a tracking system for SLO data. Teacher does not have SLO data.	SLO goals are not clear and assessment tools frequently do not measure SLOs. Teacher has tracking system but it is not disaggregated by individual students. SLO data is inaccurate or not based on the set assessment	SLO goal is clear and assessment tools mostly match SLOs. Tracking system accounts for individual students for both pre and post assessments. Teacher has SLO data from set assessments on students and class as whole.	Meets Proficiency and SLOs clearly are tied to past learning data. Meets Proficiency and tracking system accounts for details for individual students. Meets Proficiency and data is clear and easy to interpret.
5B Student Learning Objective #1 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.

Strand	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
5C Student Learning Objective #2 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.
5D Student Learning Objective #3 List Assessment Type(s)	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.